EMOTIONAL INTELLIGENCE OF TEACHER TRAINEES IN RELATION TO SELF-EFFICACY, ADJUSTMENT AND CERTAIN DEMOGRAPHIC VARIABLES

SYNOPSIS OF THE THESIS

Submitted by

Bandana

(Registration No. 19RSEPHE003)

Under supervision of

Dr. Reena

In Partial Fulfillment of the Requirements
for the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION
FACULTY OF HUMANITIES, BASIC SCIENCES & EDUCATION
ABHILASHI UNIVERSITY
CHAILCHOWK, MANDI (H.P.) – 175045

DECEMBER 2021

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DECLARATION

I hereby declare that the dissertation synopsis entitled ***"Emotional Intelligence of Teacher Trainees in Relation to Self-Efficacy, Adjustment and Certain Demographic Variables"*** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

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Index

Sr. No.	Description		Page
	DECLARATION		**ii**
			iii
	Index		**iv**
1.	**Introduction**		1-15
	1.1	Education	1
	1.2	Teacher Education	1
	1.3	Teacher Education in Himachal Pradesh	6
	1.4	Emotional Intelligence	8
	1.5	Self-Efficacy	11
	1.6	Adjustment	13
2.	**Review of Literature**		16-24
3.	**Significance of The Study**		25-26
4.	**Statement of the Problem**		**27**
5.	**Objectives**		27
6.	**Hypotheses**		28
7.	**Delimitations**		29
8.	**Operational Definitions of the Key Terms**		30
9.	**Research Methodology**		31-35
	9.1	Sampling	31
	9.2	Variables of the Study	31
	9.3	Research Tools to be Used	31
	9.4	Design of the Study	32
	9.5	Statistical Analysis	35
10.	**References**		36-39

INTRODUCTION

"All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his/her responsibilities effectively can be called teacher education"

(Goods Dictionary of Education)

Education is the key instrument in changing the quality of life of the people, society and the nation. Education is necessary for all and is a fundamental right which leads to the all-round development that may be spiritual or material. It has an important and accelerating role and in changing perceptions of mind, spirit and personality. It is education which helps in attainment of a dignified and comfortable life. It is mainly responsible for the holistic and complete development of individual and ultimately society.

Throughout the world, teaching is considered as the noblest profession and society is always grateful to teachers for the responsibility the teachers carry on their shoulders for shaping the carriers of the young generations and intern the destiny of any nation. Hence, the teachers should have very high competency both academically and professionally. The development of any country depends upon the teachers, therefore a large number of teacher training institutes were set up in the country after independence but unfortunately, they have failed in producing effective teachers.

The teacher's education considers every aspect of the personality of the student teacher and provides psychological, sociological, philosophical and pedagogical foundation of education so that they are equipped with knowledge, skill and competency in teaching. Therefore, the teacher's education programmes should be able to prepare the teachers who are able to guide and lead the pupil teachers in the process of teaching learning effectively.

TEACHER EDUCATION

The concept of "Teacher Education" is not new. However, scholarliness was considered the sole criterion for becoming a teacher. The concept that teachers are born and not made was also prevalent in olden days. According to Monroe Encyclopaedia of Educational Research, "Teacher Education refers to the totality of educational inputs, which contribute to the preparation of a person for a teaching position in schools". But the term is more commonly

employed to designate the programmes of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational services. Teacher education now includes every aspect of the student teacher's personality. We may define teacher education as such institutionalized educational procedures that are aimed at the purposeful organized preparation or further education of teachers who are engaged directly or indirectly in educational activity as their life work. This concept of teacher education does not exclude members of other professions who prepare for teaching as secondary or supplementary activity.

IMPORTANCE OF TEACHER EDUCATION

Teacher education is important as efficient teachers can shape an efficient future of the society. Teachers can greatly influence young minds and hence it's important that competent teachers are recruited for the gullible and vulnerable young minds. This is possible only if there is efficient teacher training curriculum with an efficient regulatory body. NCTE is doing a good job but a lot has to be done to improve the status and quality of teachers in India. Teacher training course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teaching methods have to be different for different age groups, for instance primary levels different from secondary or college level. The educational requirement for a primary and secondary teacher is also different. People who wish to teach primary school should minimum pass higher secondary examination with 50% marks whereas for teaching at secondary school, one needs to be postgraduate in the subject one wishes to teach.

Teacher Education in India since the Independence i.e., after 1947

A new phase of development started in India after it became independent in 1947 which led to the restructuring of education system due to changed scenario of political, social and economic conditions. The changes in the education system of the country lead to restructuring of the teacher education also. The Govt. of India with intention for getting recommendations and views, for revamping the scenario of education at both national and state levels set up a good number of committees and commissions. A few of them are as under;

NATIONAL COMMISSIONS AND COMMITTEES ON EDUCATION IN INDIA

(a) University Education Commission (UGC)

In 1948 the Govt. constituted University Grants Commission under the Chairmanship of Dr. S. Radhakrishnan. The main objective of UGC was to suggest and recommend the changes for the improvement in Higher Education programme in India at large but not limited to higher education only but sectors of education also. The commission studied the curriculum of teachers education also and noticed that curriculum offered in different parts of country for teacher training was similar but the mode of teaching was different and varied from state to state. Keeping this situation in view, the commission recommended that teacher training programme in India needs restructuring. It suggested that trainee teachers need to devote more time to school experience programme i.e. practical aspect of their training and it should be given due weightage in the curriculum of the teacher education.

(b) The Secondary Education Commission

The Secondary Education Commission was set up in 1952-53 under the chairmanship of Dr. A. Lakshmananaswami Mudaliar, recommended dynamic methods for teaching and suggested that the teaching should be shifted from verbalism and memorization to learning through 'activity method' and 'project method' i.e., it presented one of the most important educational documents of India. The commission also made specific guidelines for the teacher preparation/education also in its recommendations.

(c) Kothari Commission

This commission known by the name of its chairman Dr. D.S. Kothari; an Eminent Indian Educationist was set up in 1964. This commission had eleven Indian and five others members, one each from France, Japan, U.K, U.S.A., and U.S.S.R. It made the following recommendations on teacher education:

1. Removing the isolation of teacher training: teacher education must be brought into the main stream of the academic life of the Universities on one hand and of school life and educational developments on the other.
2. Improving professional education: the essence of a programme of teacher education is 'quality'

a. organization of well-planned subject orientation
b. introducing integrated courses
c. vitalizing professional studies and
d. using improved methods of teaching

3. The course duration should be minimum two years for primary school teachers and one year for secondary school teachers.

4. In-service education of school teachers-Programmes of in-service education for teachers should be organised by Universities, training institutions and teachers' organisations for teachers at all levels."

(d) **National Policy on Education** (1968)

Incorporating the recommendations of Education Commission (1964-'66), the National Policy on Education (1968) was announced by Government of India. The policy made recommendations regarding the service conditions of teachers, academic freedom of teachers and in service education.

(e) **National Commission on Teachers** (1983-85)

This commission was appointed by the Government of India in 1983 under the chairmanship of Prof. D.P. Chattopadhyaya, made a number of recommendations for the improvement of educational process. Regarding the selection of trainees for the teaching profession, the Commission suggested that "the following factors may be taken into consideration:

1. Good physique;

2. Linguistic ability and communication skills;

3. A fair degree of general mental ability.

4. General awareness of the world;

5. A positive outlook on life; and

6. Capacity of good human relations".

This commission also recommended the professional training of pre-service teachers with introduction of foundation courses like Educational Psychology, Educational Philosophy, Sociology of Education, Educational Technology. It also suggested that practice teaching should be an integral part of the training and pupil teachers should also learn variety of skills which are related to their profession

(f) National Policy on Education (1986)

The government of India set forth a educational policy in 1985. Accordingly National Policy on Education was produced in 1986. It made the following important recommendations on teacher education.

1. The new knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs.

2. Orientation of teachers should be a continuous process of teacher education.

3. Like SCERT at State level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET).

Besides the aforementioned commissions on education, a number of national level committees were appointed like National Committee on Women's Education, 1958. (Chairman: Smt. Durgabai Deshmukh), Review Committee on Education, 1960 (Chairman: Prof. N.K. Sidhanta), Study Group on the Training of Elementary Teachers in India, 1961 (Chairman: Sri. Raja Roy Singh), Committee for Review of National Policy on Education-1986, 1990 (Chairman: Shri Acharya Ramamurti), Committee of National Council for Teacher Education on Distance Education Mode, 1990 (Chairman: Prof. M.B. Buch), Committee of University Grants Commission on B. Ed Correspondence, 1993 (Chairman: Prof. Ram Lal Parikh) and Committee of NCTE on Different Modes of Education Used for Teacher Preparation in India, 1995 (Chairman -Dr. R.C. Das).

Keeping in view the recommendations of various commissions and committees on teacher education, many noticeable changes were brought about in the country. Education was regarded as one of the basic sectors of the economy and due importance was given to it in all five-year plans. As a result, a number of steps have been taken by the Government of India for

the improvement of education system. Hence, teacher education has been highlighted as the back-bone of the education system.

TEACHER EDUCATION AT ELEMENTARY LEVEL

The elementary teacher education is meant for preparing teachers for elementary schools. In most of the states of the country the elementary teacher education is of two years duration with distinct nomenclature like Trained Teachers' Certificate (T.T.C.), or Junior Basic Teachers' Training (J.B.T.), or Diploma in Education (D.Ed.) or Teaching Diploma (T.D.). Normally the first year of the course is devoted to the subject-matter and second year to the methodology of teaching.

TEACHER EDUCATION IN HIMACHAL PRADESH

Education enriches a society and teacher education enriches it more because the qualitative improvement of a society depends primarily on quality teachers and teaching (Chakrabarti, 1998). "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions" (Report of the Education Commission 1964-66, 1970).

The desire of increasing number of people to come to the 'umbrella of education' resulted in the need for formal training of teachers. For long, it was generally accepted that acquisition of relevant knowledge base was sufficient for good teaching and the rest could be learnt during the job practice. Now it is recognised that besides knowledge, various skills and competencies related to teaching are inevitable for a teacher to discharge his/her duties effectively. Usually, these skills and competencies can be developed only through professional training. Teacher education can be broadly classified into two types

i. In-service teacher education and

ii. Pre-service teacher education

In-service teacher education refers to the programmes meant for 'professional growth of teachers who are presently in 'service'. It provides training to teachers to deal with the curriculum, and teaching techniques and methods which undergo changes from time to time. It

also equips teachers with current knowledge and developments in the subjects they dealt with. Pre-service teacher education refers to the various programmes meant for the preparation of teachers to teach at different stages in schools like pre-primary, primary or elementary, secondary and senior secondary. In Himachal Pradesh, there are many courses of teacher education for all categories of teachers run by various institutions of teacher education and by Himachal Pradesh University Shimla, offering diplomas and degrees.

Present Status of Pre-service Teacher Education in Himachal Pradesh

In the state of Himachal Pradesh, the primary teacher education is of two years duration. Normally the first year of the course is devoted to the subject-matter and second year to the methodology of teaching. This training leads to a certificate or diploma under the name of Junior Basic Teachers' Training (J.B.T.), recently name of JBT course is now renamed as Diploma in Elementary Education (D. El. Ed.) (after 2009). This pre-service course of primary teacher education is affiliated to Board of School Education Dharamshala. These courses are carried out by all DIETs and various private colleges of teacher education in Himachal Pradesh. These institutions are under the control of Director Elementary Education Himachal Pradesh. There are three different state level agencies which are associated with the management of DIETs these are: 1) Directorate of Elementary Education which has administrative control over the DIETs. 2). Directorate of Secondary Education which deputes the teachers, to be appointed as teacher educators in DIETs, on the request of Directorate of Elementary Education. 3). H.P. Board of School Education which is mainly concerned with the framing of curriculum and conduct the examination. To teach VI onward classes B.Ed. for Trained Graduate Teachers and PGTs, Language Teacher training Diploma for Hindi teachers and Shastri Diploma for Sanskrit teachers is required qualifications to become a teacher at this stage along with Teacher Eligibility Test (TET).

Presently there are 74 B.Ed. colleges out of which 9 colleges also run the M.Ed. programme including Himachal Pradesh University and 31 D. El. Ed/ JBT institutes including 12 DIETs in Himachal Pradesh. These DIETs are established in every District imparting two years D. El. Ed. Courses for primary teachers and other 19 institutes are managed by private agencies. The B.Ed. and M.Ed. courses are carried out in colleges of teacher education managed by governments, some private educational agencies under Himachal Pradesh Universities Shimla. The state of Himachal Pradesh is committed to restructure its teacher

education programmes and it has already initiated the process of curriculum re-designing based on state and national policies and guidelines.

EMOTIONAL INTELLIGENCE

Emotional Intelligence is a new area of research in the Indian context. It is the combination of two words Emotion and Intelligence.

Emotion

Emotions are recognized as one of the four fundamental mental operations. These include motivation, emotion, cognition, and consciousness. Emotions form the second class of this trial emotions appear to have evolved across mammalian species so to signal and respond to changes between the individual and the environment. Emotions are the currents of energy that are within us. Emotion activates our lives, shapes perception and behaviour. It simply deals with feelings of such as anger, love, and sadness.

Intelligence

Intelligence is a very general mental ability that among other things involves the ability to reason, plan, solve problems, think abstractly, comprehend, complex ideas, learn quickly and learn from experience. It is not merely book learning or a narrow academic skill. Rather it reflects a broader and deeper capability for comprehending our surroundings. Binet (1905) holds that essential characteristics of intelligence include the ability to judge well, to compare and reason well. Thorndike (1913) defines intelligence as “the power to make good responses from the point of view of truth or fact”.

EMOTIONAL INTELLIGENCE

Emotional Intelligence has gained popularity among the lay public, highlighting the importance of an individual’s development in managing self-relevant and others’ emotions. Researchers have conceptualized emotional intelligence both as the ability and as a trait. It includes the ability to understand and regulate other as well as one’s emotions. People who can have control over their life can manage their feeling and can read and deal effectively with other peoples’ feelings while the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus work. Teaching is the profession that shapes education. It is essential profession which makes all other profession possible. Well qualified,

caring and committed teachers will improve curricula and assessment and safe schools and the highest standards in the world. It will ensure that our children are prepared to face the challenges and utilize opportunities only when they have high emotional intelligence. Goleman (1996) defines emotional intelligence as knowing what feels good, what feels bad and how to go from bad to good. In the year 1998, Goleman defines an emotional competence as a learned capability based on Emotional Intelligence, that results in outstanding performance at work that such competencies are learned is a critical distinction where emotional intelligence as defined by Mayer & Salovey represents our potential for achieving mastery of specific abilities in this domain, emotional competencies themselves represent the degree to which an individual mastered specific skills and great effectiveness in the work place. Subsequently emotional intelligence is a new conceptualized as set of abilities. Goleman's model out line has four main components such as self-awareness, self-management, social awareness and relationship management.

Emotional intelligence is a very important aspect on which the children's future career depends. The absence of emotional intelligence also indicates the week personality. Emotional intelligence is the ability to use one's emotions to live more effective life and to help one to solve problems. Emotional intelligence involves awareness, regulation and true expression of a range of emotions. Emotional intelligence represents the experience in whole of the life. Emotional intelligence is ability to use our emotions to more effectively manage ourselves and influence positive outcomes in our relationships with others. Therefore, the ability to express and control these emotions is an essential part of emotional competency. It is the capacity of a person to manage our emotions in a socially accepted way. In this study, it is measured that how the children are acknowledged and coping with his or her emotions in a proper way. Four dimensions of emotional intelligence is emotional perception, emotional assimilation, emotional understanding and emotional management.

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

The four branches of emotional intelligence:

- Perception Appraisal and Expression of Emotion
- Emotional Facilitation of Thinking

- Understanding and Analysing Emotions; Employing Emotional Knowledge
- Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

Characteristics of Emotional Intelligence

- Emotional intelligence fosters a sense of security which permits vulnerability. An intelligent person can show his vulnerability by expressing love and accepting expressions of love from those love him. Emotionally not intelligent person is unduly concerned with signs of ―weakness and has difficulty in showing and accepting love.
- The emotionally less intelligent person avoids facing reality. Overdue bills, interpersonal problems, indeed any difficulties which demand character and integrity are avoided and even denied by the immature. Intelligent people eagerly face reality knowing the quickest way to solve a problem is to deal with it promptly. A person ‘s level of intelligence can be directly related to the degree to which they face their problems, or avoid their problems. Intelligent people confront their problems whereas not intelligent people avoid their problems.
- An intelligent person ‘s sense of personal security permits him to consider the needs of others and give from his personal resources, whether money, time, or effort, to enhance the quality of life of those he loves. They are also able to allow others to give to them.
- An intelligent person views life experiences as learning experiences and when they are positive, he enjoys and revels in life. When they are negative, he accepts personal; responsibility and is confident he can learn from them to improve his life. When things do not go well, he looks for an opportunity to succeed.
- The ability to face reality and to relate positively to life experiences drive from the ability to learn from experience, whether the experience is positive or negative. On the other hand, not, intelligent person does not learn from experiences. They act as if there is no relationship between how they act and the consequences that occur to them. They view good or bad experiences as being caused by luck or fate.
- When things don’t go as anticipated, the less intelligent person stamps his feet, holds his breathe and bemoans his fate. The intelligent person considers using another approach or going another direction and moves on with his life.
- When frustrated, the less intelligent person looks for someone to blame. The intelligent person looks for a solution. Former attack people while later attack problems. The

emotionally intelligent person uses his anger as an energy source and when frustrated, redoubles his efforts to find solutions to his problems.

- Emotionally not intelligent people feel unloved, avoid reality, have pessimistic attitude about life, get angry easily, attack the people closest to them when frustrated no wonder they are constantly anxious. The emotionally intelligent person ‘s mature approach to live imbues him with a relaxed confidence in his ability to get what he wants from life.

SELF-EFFICACY

Self-efficacy, a concept originally proposed by the psychologist Albert Bandura, refers to an individual's belief in their capacity to execute behaviours necessary to produce specific performance attainments. Self-efficacy affects every area of human endeavour. By determining the beliefs, a person holds regarding their power to affect situations, self-efficacy strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to investment behaviours such as in health, education, and agriculture. A strong sense of self-efficacy promotes human accomplishment and personal well-being. A person with high self-efficacy views challenges as things that are supposed to be mastered rather than threats to avoid.

IMPORTANCE OF SELF-EFFICACY

Self-efficacy beliefs were characterized as the major mediators for our behaviour, and importantly, behavioural change. Over the last quarter century, Bandura’s works continued to develop and defend the idea that our beliefs in our abilities powerfully affect our behaviour, motivation, and ultimately our success or failure (cf. Bandura, 1982, 1986, 1993, 1996, 1997). Bandura (1997) proposed that because self-efficacy beliefs were explicitly self-referent in nature and directed toward perceived abilities given specific tasks, they were powerful predictors of behaviour. Bandura's explicit connects self-efficacy with people's motivations and actions, arguing that what people believe influences motivation and actions, regardless of whether or not the belief is 'objectively true' (Pajeres,2002). Bandura therefore argues, that behaviour can be predicted by predicting perceived self-efficacy (a person's beliefs about the capabilities) over actual accomplishments, as self-efficacy determines what people will do with their knowledge and skills. Behaviour can sometimes differ widely from actual capabilities because of the importance of perceived self-efficacy.

FACTORS AFFECTING SELF-EFFICACY

People acquire their self-efficacy beliefs from the following four sources:

- past performance
- vicarious experiences (observing others perform)
- verbal persuasion
- physiological cues.

(i) **Past Performance:** Past performance is the single greatest contributor to students' confidence. If students have been successful at a particular skill in the past, they will probably believe that they will be successful at the skill in the future. If students believe their success in a particular area is the result of the skills they developed (their ability), they are much more likely to be confident about future success in that area. On the other hand, if students attribute their success solely to hard work, they may not necessarily expect future success, since they may not choose or even want to work equally hard on future assignments.

(ii) **Vicarious Experiences:** When a student sees another student accomplish a task, the vicarious experience of observing a model can also have a strong influence on self-efficacy. By observing others like themselves perform tasks, individuals make judgments about their own capabilities. If a student sees a friend publish a poem, he might believe he can also have one published. A third grader observing other third graders learn multiplication tables is likely to believe that he can also learn them.

(iii) **Verbal Persuasion:** Telling your students, "You can do this," can also increase their confidence to do a task. Although verbal persuasion such as this can be important, it does not contribute as much as an individual's own experiences or vicarious experiences. The short-term effects of persuasion need to be coupled with actual successes. The teacher's credibility is also an important factor with verbal persuasion.

(iv) Physiological Cues: The final source upon which self-efficacy beliefs are based are physiological cues. Sweaty hands or a dry mouth are often interpreted as signs of nervousness. Students may feel that such signs indicate they are not capable of

succeeding at a particular task. Physiological cues are the weakest influence of the four presented here.

ADJUSTMENT

Adjustment is a popular expression used by people in day-to-day life. For example, while traveling in a bus or a train, we often hear or use this term; even when a guest comes to stay with us for a few days we have to adjust him/her in our house. Though sometimes we face problems in making these adjustments, they are important to maintain personal as well as social peace and harmony. Thus, adjustment maintains peace and harmony in home, school, and society and in the country. So, Adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. The concept of adjustment was originally biological one and was concerned with adaptation to physical environment but man has to adjust to social pressures and demands of socialization that are inherent in living interdependently with other persons. There are also the demands from a person's internal nature, his/her physiological needs along with his/her psychological needs, which influence the human system in many ways. Adjustment can be viewed from two angles. Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Secondly, adjustment may be looked upon as a process as to how a person adjusts or compromises to his conflicts.

The term adjustment refers to a harmonious relationship between the person and his/her environment. In simple words, adjustment is an all-inclusive term meaning relationship between an individual and his/her environment through which his/her needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behaviour of organism from the lowest species up to man. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment, in psychology, refers to the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual. The struggle between the needs of the individual and external forces is a continuous struggle since time immortal. Adjustment can be defined as a process of altering one's behaviour to reach a harmonious relationship with his/her environment. This is typically a response brought about

by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment. The process of adjustment is continuous. It starts at one's birth and goes on without stop till last breath. A person as well as his environment is constantly changing as also are his needs in accordance with the demands of the changing external environment.

Forms of Adjustment

In an individual's life, the term adjustment mainly has the following forms. a) Home Adjustment b) Health Adjustment c) Social Adjustment d) Emotional Adjustment e) Educational Adjustment.

(a) Home Adjustment: It has been confirmed through various studies that if family/home relationship has been good, not only during childhood but also during adolescence, the person will develop into a well-adjusted individual. If one is well adjusted in home, most probably he/she must have been well adjusted socially because the adjustment in different fields of life is related and effective to each other.

(b) Health Adjustment: Health also plays prime role in the development of one's personality. For good health, the good and energetic food is also necessary. But we see that in present time in our country, the energetic food is hardly available. It is said that for good health a normal man takes about 2400 calories per day, but in our country the average man gets about below 1000 calories per day.

(c) Social Adjustment: As social beings we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. We try to behave according to the norms of the society so that we can adjust with others. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted.

(d) Emotional Adjustment: Emotional adjustment deals with the capability of an individual to be able to control and balance his emotions. The word emotion comes from the French word 'emovere' which means to 'stir up'. It means a complex pattern of changes including physiological arousal, feelings, cognitive processes and behavioural reactions made in response to a situation perceived to be personally significant. A balanced personality is one which is emotionally adjusted. Emotional adjustment (also referred to as personal adjustment or

psychological adjustment) is the maintenance of emotional equilibrium in the face of internal and external stressors.

(e) Educational Adjustment: The term educational adjustment means the concept of education, as helping, growth and change in an individual so that they may be better equipped to deal with the various factors of the environment affecting him/her. It is the adaptation of the person to the educational environment / institute.

REVIEWS OF RELATED LITERATURE

Singh (2006) studied the effects of socio, emotional and socio-emotional climate of the school and sex on the adjustment of students along with their interaction effects. This study aimed at studying the adjustment ability among secondary school students in relation to gender and residence. The sample consisted of 471 class X students with 234 boys and 237 girls which were drawn randomly from different schools of Purulia districts, WB. The study revealed that there was no significant difference between adjustments of students residing either at urban or rural area. But on the other hand, the mean adjustment score of girls was higher than those from boys which indicated that the girls were better adjusted as compared to their boy's counterpart. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

Cheng (2008) examined the relationship between level of stress, burnout, self-efficacy and intention to leave among the kindergarten teachers in Taiwan. The sample consisted of the total target population of approx..1599 teachers of schools with Kindergarten in Kaohsiung city, Taiwan. Findings indicated that Taiwanese Kindergarten teachers‟ demographic characteristics (gender, marital status, age, educational level and religious category), work profile (working hours, salary satisfaction, total years of teaching experience), job stress and self-efficacy, showed significant differences on the levels of burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment). There was an inverse relationship between job stress and self-efficacy.

Umadevi M. R. (2009) studied the relationship between emotional intelligence, achievement motivation and academic achievement. the main objectives of the study were: to find out the relationship between emotional intelligence and academic achievement of student teachers, to find out the relationship between achievement motivation and academic achievement of student teachers, to compare the emotional intelligence and achievement motivation of student teachers with respect to sex and arts & science groups. Results indicated a significant relationship between emotional intelligence and academic achievement of student teachers and a significant relationship between achievement motivation and academic achievement of student teachers.

Pal (2012) conducted a study to find out the impact of environmental awareness, self-efficacy and motivational level of the teacher trainees in relation to their pro environmental behaviour. The sample was drawn randomly from 10 NCTE recognised Secondary Teachers‟ Training

Institutions of West Bengal. Tools used in the study were - A scale to assess the ecological nature of residential zone of the teacher trainees developed by Dr. M Sengupta and S. Pal , Environmental Action and Environmental Awareness Scales prepared by Prof. P. K. Chakraborty and M. Sengupta (2005), revised and re-standardized by M. Sengupta and S. Pal, Motivation Towards Environment Scale, developed by Pelletier et.al (1997) and a scale of self-efficacy of the trainee teachers towards the environmental education developed by Dr. M Sengupta and S. Pal. Results showed that environmental awareness was more akin to belief efficacy whereas environmental action was more akin to outcome efficacy.

Paul (2012) examined the factorial validity of scores on the Teacher Self-Efficacy Scale across the sample of 82 teachers of Pudukkottai District of Tamil Nadu. The items for the TSES were drawn from various sources like personal interviews conducted with teachers, VEC members and discussion with experts in the field and the review of related literature. It was hypothesized that the Teacher Self-Efficacy comprised of six different activities namely Job Commitment, Attainment of Excellence Commitment, Organizational commitment, Value Commitment, Student Commitment and Community Commitment. Factor analysis results from the sample supported the hypothesis by showing an adequate fit of a five-factor model with the subscales of Job Commitment (9), Value Commitment (8), Community Commitment (7), Student Commitment (4), and Organizational Commitment (5). Scores from the five subscales (33 items) yielded coefficient alphas in excess of 0.9273.

Sangeeta and Chirag (2012) conducted a study of adjustment problems among college students. The main objective of the study was to identify the adjustment problems among undergraduate college students and its relationship with academic achievement. For this purpose, Descriptive survey method of research was used. A sample of 120 students of B.A 1st year (60 High SES & 60 low SES) was selected from 160 students selected randomly from six colleges located in Rohtak city. Analysis of results revealed that college students had a satisfactory level of adjustment and there was a significant relationship between academic achievement and adjustment of college students. The study indicated significant differences in the college adjustment in relation to gender and socio-economic status.

Mouton et. al (2013) examined the potential association between emotional intelligence and self-efficacy among physical education teachers. The trait emotional intelligence questionnaire and the teacher sense of efficacy scale were administered to a sample of 119 physical education teachers. The results showed a positive association between emotional intelligence and self-

efficacy. Moreover, neither age nor teaching time experience was related to emotional intelligence or self-efficacy scores.

Triantoro (2013) studied the effects of self-efficacy on students' academic performance. The main purpose of the study was to discuss how self-efficacy developed and the way it influences students‟ academic performance in addition to social interaction with peers. A scenario was given to Pakistani schools‟ student by solving mathematical problems. It was found that students with high self-efficacy obtained higher scores on 50 mathematical problems test. Further, content analysis of interviewees' responses showed that students with high self-efficacy planned to study complex subjects in future.

Upadhyaya (2013) attempted to explore the relationship between emotional intelligence and academic achievement among student-teachers. The sample for the study comprised of 97 B. Ed. students of Allahabad city. The Test of Emotional Intelligence of K.S. Misra was used to assess the emotional intelligence of student-teachers and the marks obtained by the student-teachers in theory and practical examination served as an index of academic achievement. The findings of the study revealed that emotional intelligence was positively related to academic achievement (theory & practice) and student-teachers with high emotional intelligence scored better in theory and practical examination than the student-teachers with low emotional intelligence.

Catherine (2014) attempted to find out the level of social adjustment among B.Ed. teacher trainees. Results indicated that female students, first born students, rural students, married students and post graduate students showed better level of social adjustment than their counterparts. It can be concluded that better life skills programme may be implemented in Teacher Training institutions so that the future teacher can handle students better.

Devika, R. (2014) conducted a comparative study on the adjustment of secondary school students. The study was conducted using survey method. A total of 275 students, of which 151 were boys and 124 girls constituted the sample for the study. They were selected from eight secondary schools of Thiruvananthapuram district by giving due representation to class (VII, IX and X) and gender. Adjustment inventory prepared and standardized by the investigator was used to measure adjustment of secondary school students. Percentage analysis and t test were used as the statistical techniques for the study. The analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in

the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to family, social, educational and financial adjustment.

Gupta (2014) attempted to study the emotional intelligence of male and female in-service teachers. The research sample comprised five hundred in-service teachers (N =500) who were categorized in two groups male and female. The data was collected from the schools of Punjab and Chandigarh. A scale of Hyde, Pethe and Dhar (2002) was used to find emotional intelligence between the subjects. It was found that there existed no significant difference in the level of emotional intelligence of male and female in-service teachers.

Nadeem and Bhat (2014) conducted a study on adjustment level among secondary school teachers in Kashmir. The study was carried out in Government Secondary Schools of district Pulwama and district Srinagar of Kashmir Division to know the gender, demographical and educational impact on teacher's adjustment behaviour. Sample for the study Consisted of (200) secondary school teachers in which (100) from rural area and (100) from urban area. Adjustment of Secondary school Teachers was measured by Bell's Adjustment inventory. Findings revealed that there was no significant difference between adjustment of male and female secondary school teachers. There was no significant difference between adjustment of rural and urban secondary school teachers.

Singh (2014) conducted a study on adjustment of teachers working in secondary schools in Haryana in relation to sex, place of working, marital status and academic results. For this purpose, a sample of 800 teachers both male and female working in urban and rural schools of Haryana was taken. They were administered MTAI. The findings of the study indicated that there was a significant difference in result yielding teachers, male and female, working in rural and urban area, married and unmarried teachers. It was also concluded that highly adjusted teachers showed significantly higher results as compared to low adjusted teachers.

Moalosi and Forcheh (2015) conducted a study to determine the extent of self-efficacy beliefs among final year students in all the teacher training colleges in Botswana, and to determine as to whether there are differences associated with gender, age and college. A total of 598 pre-service teacher trainees completed the quantitative survey. Self-efficacy was measured using the Long Form version of the Teachers' Sense of Efficacy Scale which comprises of 24 items divided 3-subscales of 8 items each. The findings revealed that the level of self-efficacy was

moderated among the trainees, averaging around 3.8 on a scale of 1 to 5. Self-efficacy increased with age for each subscale. Females outperformed males with respect to student engagement, but there were no significant gender differences with respect to instructional strategies and classroom management. There were significant differences between the five colleges with respect to each sub-scale, with one particular college having the lowest mean on all subscales, and another having the highest mean on all subscales. Interestingly the colleges that train primary had higher mean scores than those that train and secondary school teachers.

Sethi and Mittal (2015) conducted a study on self-efficacy of senior secondary school teachers. The sample consisted of 103 teachers (46 males and 57 female). Results indicated that government school teachers and private school teachers had same level of self-efficacy. There was no significant gender difference in the self-efficacy of the teachers although mean was in favour of female teachers although mean was in favour of female teachers. It was also observed that commerce school teachers were found to have the highest level of self-efficacy, while arts teachers had lower self-efficacy than commerce teachers. On the other hand, the self-efficacy of the science teachers was found to be lowest.

Sharma (2015) conducted a study on correlation between emotional intelligence and attitude towards teaching of prospective teachers. The study was conducted on a sample of 231 prospective teachers of various B. Ed colleges of Navi Mumbai. The tools used to measure the variables of the study were Teachers‟ Emotional Intelligence Inventory by Shubra Mangal (2008) and Teacher Attitudes scale by J.C Goyal (2004). The researcher found a negative relationship between variables emotional intelligence and attitude towards teaching.

Grover (2016) intended to predict computer attitude of prospective teachers of government aided and private college on the basis of their emotional intelligence. The sample consisted of total 200 students; 100 students being selected randomly from each government aided and private college of Ludhiana city. Computer Attitude Scale (CAS) by Khatoon and Sharma (2011) and Emotional Intelligence Test (EIT) by Zainuddin and Ahmed (2011) were used to collect the data. The results of the study showed significant positive relationship between computer attitude and emotional intelligence of prospective teachers, also between computer attitude and of emotional intelligence prospective teachers studying in government aided college and private college.

Shiva & Masoumparast (2016) studied the role of emotional intelligence and self-efficacy of teachers in reduced SAD of primary school students in Tehran. This study used a descriptive-correlational methodology. The sample consisted of 345 teachers and 280 students with SAD selected by stratified proportional to size sampling by Cochran formula. Bar-on's EQ-i, Schwarzer's GSE and evaluation forms were used to evaluate teachers; Espada's CSAS and Spence Children's Anxiety Scale (SCAS) were used to measure SAD in children. Finally, post-test was taken from students with SAD. The results showed a significant positive correlation between EI and self-efficacy of teachers. On the other hand, EI and self-efficacy of teachers significantly influenced students, so that a significant difference was found in the pre-test and post-test scores of students. SAD significantly decreased in students.

Betoret et. al (2017) examined the relationships among academic self-efficacy, students' expectancy-value beliefs, teaching process satisfaction, and academic achievement. Its main aim was to identify some motivational-underlying processes through which students' academic self-efficacy affects student achievement and satisfaction. Student achievement and satisfaction are two of the most important learning outcomes, and are considered key indicators of education quality. The sample comprised of 797 Spanish secondary education students from 36 educational settings and three schools. The scales that referred to self-efficacy and expectancy-value beliefs were administered at the beginning of the course, while student satisfaction and achievement were measured at the end of the course. The results revealed that students' expectancy-value beliefs (Subject value, Process expectancy, Achievement expectancy, Cost expectancy) played a mediator role between academic self-efficacy and the achievement/satisfaction relationship. These results provided empirical evidence to better understand the mechanism that mediates self-efficacy–achievement and efficacy–course satisfaction relationships.

Alam (2017) conducted a study on adjustment among senior secondary school students. The main purpose of the study was to examine the effect of adjustment on the senior secondary school students of Aligarh district. The sample of 220 11th class students was selected from government and private 10+2 schools located in the located in rural and urban areas of district. Results revealed the significant difference in adjustment of senior secondary school students across gender (male and female), locale (rural and urban), academic stream (science and social sciences) and types of school (government and private).

Anand & Annadurai (2017) studied the level of adjustment pattern among B.Ed., trainees with regard to the background variables namely gender, marital status, age, subject studying, and locality of the colleges. Adjustment Pattern inventory developed by A.K.P Sinha and R.P Singh (1995) were used to collect relevant data. The sample consisted of 148 B.Ed., trainees from five Colleges of Education in Ramanathapuram District. The results indicated that there was significant difference among B.Ed., trainees with regard to the background variables namely gender, marital status, subject studying, and there was no significant difference between age and locality of colleges.

Corbi et. al (2018) conducted a study on emotional intelligence training intervention among trainee teachers. The intervention consisted of eight group sessions performed in a regular course aiming to increase EI. Participants were 192 students studying for a Master of Primary Education degree. A quasi-experimental non-equivalent control group pre-test-post-test design was adopted. The effectiveness of the intervention was evaluated using multi-level analyses. The results showed that there were no significant differences in any of the measured variables between the two groups in the pre-test phase (MSCEIT total, EQ-i total, age, and gender). The results showed a significant improvement in the EI of students in the experimental group compared with the control group.

Shaheen & Jahan (2018) assessed self-efficacy of trainee teachers and its impact on their teaching effectiveness. It was attempted under two major points. First point explored the range of self-efficacy scores of trainee teachers and also discussed the level of self-efficacy. Second explored the role of self-efficacy in enhancing trainee teachers‟ effectiveness. Descriptive survey method was used for the purpose of data collection. A sample of 1003 trainee teachers was collected from Aligarh district of Uttar Pradesh (India) through simple random sampling technique. The major finding of the present research was that, trainee teachers were having moderate level of self-efficacy. Some suggestions have also been provided in the paper to enhance self-efficacy of trainee teachers that will help in retention of good teachers in the profession of teaching, and in attracting best minds in the educational sector. Further, suggestions were also given to increase effectiveness of trainee teachers by enhancing their self-efficacy.

Ojha (2018) conducted a Study on the Self Efficacy among Higher Secondary Level Pupils in Relation to their Gender and the Management Type. The study was conducted on a sample of 576 Higher Secondary Level Pupils studying in 12 class of Purulia district, West Bengal. For

collection of data the researcher had utilized Self Efficacy scale constructed and standardized by own-self with the help of proper format or scientific manner. The results of the study visualized that there was no significant difference in self-efficacy of higher secondary level pupils in relation to their gender and management type.

Nurindah et. al (2019) conducted a study on teachers' self-efficacy and performance in teaching literature in the interest-based classes at senior high school. Findings revealed two major methods employed in the research study: 1) interviews conducted in the form of an open interview with 5 teachers; and 2) observation was focused on teachers teaching materials, classroom management, as well as the enthusiasm of the teacher during the learning process takes place. Based on the finding, this study argued that teachers had high confidence in their ability to teach literature because they ascribe high value to their performance. However, the self-efficacy of teachers did not have an impact when applied in practice. In the classroom observation, these elements generally did not show up. This showed that the dependence of teachers on textbooks was not accompanied by an increase in the ability of teachers to ask questions to the students during the learning process, so that the high self-efficacy of teachers does not produce learning achievement was high.

Wilde & Hsu (2019) conducted a study on the influence of general self-efficacy on the interpretation of vicarious experience information within online learning. Results showed individuals with low general self-efficacy to find vicarious experience information significantly less beneficial for their self-efficacy in completing a set task when compared to others with high general self-efficacy. Those with low general self-efficacy were more likely to make negative self-comparisons to the vicarious experience information, restricting its potential to increase their self-efficacy. In contrast, participants with high general self-efficacy found many of the vicarious experience information presented to be beneficial to their self-efficacy to complete the set task as they were more likely to dismiss any information, they interpreted to be negative.

Dubey and Upadhyay (2020) studied the relationship between emotional intelligence and teaching self-efficacy among B.Ed. students and compared teaching self-efficacy of B.Ed. students with high and low emotional intelligence. The sample for the study comprised of 135 B.Ed.- IV semester students of Prayagraj city. The findings of the study revealed - positive correlation between emotional intelligence and teaching self-efficacy among female and Arts stream B.Ed. students, no relationship exists between emotional intelligence and teaching self-

efficacy among male B.Ed. students and B.Ed. students of science stream, Female B.Ed. students with high emotional intelligence have high teaching self-efficacy as compared to female B.Ed. students with low emotional intelligence, B.Ed. students of Arts stream with high emotional intelligence have high teaching self-efficacy as compared to B.Ed. students of Arts stream with low emotional intelligence, male B.Ed. students with high and low emotional intelligence do not differ from one another on teaching self-efficacy, similarly B.Ed. students of Science stream with high and low emotional intelligence do not differ from one another on teaching self-efficacy.

Naqvi and Hussain (2020) explored the relationship of emotional intelligence (EI) with academic achievement (AA) of adolescent students. For this study, a sample of 232 adolescent students studying in Private and Government Elementary Schools of Bhopal City was drawn through purposive sampling technique. Mangal's Emotional Intelligence Inventory was used for collecting the data of EI; and for AA students marks of previous examination was taken. Major findings of the study were: EI and AA was found to be significantly positively related. Further, EI emerged as the strongest predictor of AA contributing 36.2% variance. And significant differences were found in three levels of EI. The groups of High EI and Low EI were found to be higher and lower mean scores in AA respectively.

SIGNIFICANCE OF THE STUDY

The effectiveness of the education system mainly depends upon the active, resourceful, competent and mentally healthy teachers. Society has always expected that a teacher should be competent enough both in academic and non-academic activities. In academic area teachers' intelligence level, knowledge of the content and methodology of teaching and learning are important and in non-academic qualities consists of disciplined behaviour, healthy relationship with others are important. Quality of teachers undoubtedly depends upon the academic potentialities and psychological abilities of teachers. Hence, there is a need to see whether there is difference in emotional intelligence, self-efficacy and adjustment of future teachers. Present system of education lays much emphasis upon all round personality development of every individual. Therefore, considering this aim of education at different stages of education, it is necessary to nourish and develop emotional intelligence, self-efficacy among the school teachers.

The emotional intelligence builds a sense of self-awareness among the teachers so that they can categorize their emotions and of others. This also facilitates the teaching professionals to able to identify their own emotions and thoughts, to know their strengths and weaknesses, and to fabricate self-confidence. Emotional intelligence enhances teaching practices in today's evolving educational world. It helps in building an effective teacher-student relationship. Different kinds of conflicts and misunderstandings between the teacher and the learner can be resolved if teachers are emotionally capable and intelligent. This is vital as the current compound education system demands a teacher to have the excellence of relationship-management for helpful communication with fruitful teaching-learning process. An emotionally intelligent instructor knows well how to manage a classroom more successfully. He/she can hold and deal with different issues of children in a healthier way. The teachers create a helpful learning classroom by their absolute determination and motivation to make their learners more attentive in different subjects and abilities.

Further, self-efficacy is the belief in one's own ability to successfully accomplish something. The literature shows that students with a strong sense of efficacy believe they can accomplish even difficult tasks. In the face of impending failure, these students increase and sustain their efforts to be successful. They approach difficulty or threating situations with confidence that they have control over them. Conversely, students who doubt their ability to accomplish difficult tasks see these tasks as threats and give up quickly. This can lead to task

avoidance, passivity, lack of engagement and a resignation that failure is inevitable. Developing efficacy beliefs in the classroom is a great place to start. The researches have shown that teachers with high levels of self-efficacy experience higher levels of job satisfaction, lower levels of job-related stress and face less difficulties in dealing with students' misbehaviours. That's why this concept is taken in consideration for the present study.

Teacher training is a phase of the teacher's life which is generally can be considered as "re-birth" as many physiological, emotional, cognitive changes take place. Therefore, an individual is always faced conflict, struggle related to needs and satisfaction. Student-teachers at the institute level suffer from irritability, worries, disturbed inter-personal relationship, resentment towards authority, worries over health and so on, which are indicative of the lack of optimum state of adjustment. Effective training trains man to adjust with him and the society. We human being attempt and struggle to adjust to the physical needs such as hunger and protection from harm. Adjustments can be said as harmony between person and his environment. The process of adjustment is dynamic rather than static in nature. We constantly undergo changes. The individual and his surrounding environment are also constantly changing. According the family norms and the level each one learns different quality and regularities that particular attitude. Adjustment during the period of training will determine to a larger extent what will one be as a person as a teacher. Good adjustments make the student-teachers to feel proud, self-satisfied and motivate them for future teaching. Also, it encourages them to be an independent thinker and build their confidence and in turn improve the mental health of the trainees. This training builds relationships among and between administration, teachers, parents, students and the community that influences over all development.

Because of the importance of emotional intelligence, self-efficacy and adjustment, this research has been proposed.

STATEMENT OF THE PROBLEM

"EMOTIONAL INTELLIGENCE OF TEACHER TRAINEES IN RELATION TO THEIR GENDER, LOCALITY, SELF-EFFICACY AND ADJUSTMENT"

OBJECTIVES OF THE STUDY

1. To study the level of emotional intelligence, self-efficacy and adjustment of teacher trainees.
2. To study the difference in emotional intelligence among teacher trainees with regard to their gender.
3. To study the difference in emotional intelligence among teacher trainees with regard to their level of self-efficacy.
4. To study the difference in emotional intelligence among teacher trainees with regard to their level of adjustment.
5. To study the interactional effect of gender and level of self-efficacy with regard to emotional intelligence of teacher trainees.
6. To study the interactional effect of gender and level of adjustment with regard to emotional intelligence of teacher trainees.
7. To study the difference in emotional intelligence among teacher trainees with regard to their locality.
8. To study the interactional effect of locality and level of self-efficacy with regard to emotional intelligence of teacher trainees.
9. To study the interactional effect of locality and level of adjustment with regard to emotional intelligence of teacher trainees.
10. To study the difference in emotional intelligence among teacher trainees with regard to type of institution.
11. To study the interactional effect of type of institution and level of self-efficacy with regard to emotional intelligence of teacher trainees.
12. To study the interactional effect of type of institution and level of adjustment with regard to emotional intelligence of teacher trainees.
13. To study the interactional effect of gender and locality with regard to emotional intelligence of teacher trainees.
14. To study the interactional effect of gender and type of institution with regard to emotional intelligence of teacher trainees.

15. To study the interactional effect of locality and type of institution with regard to emotional intelligence of teacher trainees.
16. To study the correlation between emotional intelligence, self-efficacy and adjustment of teacher trainees.

HYPOTHESES OF THE STUDY:

1. There exists no significant difference in emotional intelligence among teacher trainees with regard to their gender.
2. There exists no significant difference in emotional intelligence among teacher trainees with regard to their level of self-efficacy.
3. There exists no significant difference in emotional intelligence among teacher trainees with regard to their level of adjustment.
4. There exists no significant interactional effect of gender and level of self-efficacy on emotional intelligence of teacher trainees.
5. There exists no significant interactional effect of gender and level of adjustment on emotional intelligence of teacher trainees.
6. There exists no significant difference in emotional intelligence among teacher trainees with regard to their locality.
7. There exists no significant interactional effect of locality and level of self-efficacy on emotional intelligence of teacher trainees.
8. There exists no significant interactional effect of locality and level of adjustment on emotional intelligence of teacher trainees.
9. There exists no significant difference in emotional intelligence among teacher trainees with regard to type of institution.
10. There exists no significant interactional effect of type of institution and level of self-efficacy on emotional intelligence of teacher trainees.
11. There exists no significant interactional effect of type of institution and level of adjustment on emotional intelligence of teacher trainees.
12. There exists no significant interactional effect of gender and locality on emotional intelligence of teacher trainees.
13. There exists no significant interactional effect of gender and type of institution on emotional intelligence of teacher trainees.
14. There exists no significant interactional effect of locality and type of institution on emotional intelligence of teacher trainees.

15. There exists no significant correlation between emotional intelligence, self-efficacy and adjustment of teacher trainees.

DELIMITATIONS OF THE STUDY

The present study will be delimited as follows:

- The present study will be delimited to teacher trainees studying in D. El. Ed. 2nd year.
- The study will be restricted to Govt. and Private teacher education institutions offering two years D. El. Ed. course.
- Further, the study will be delimited to only four districts of Himachal Pradesh.
- The study will be delimited to a sample of 700 teacher trainees.
- The present study will be restricted to one dependent variable i.e. Emotional Intelligence and five independent variables namely Gender, Locality, Type of Institution, Self-Efficacy and Adjustment.

OPERATIONAL DEFINITION OF THE KEY TERMS

Emotional Intelligence

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. It describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts, an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure.

Self-Efficacy

Self-efficacy is the belief or perception of a person that he or she is capable to perform a specific task and it is a dynamic element that influences other concepts such as goals, performance and is influenced by them. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.

Adjustment

Adjustment is an organizational behaviour in life situations at home, at school, at work in growing up and in ageing. Adjustment is a continual process by which a person varies his behaviour to produce more harmonious relationships between himself and his environment. It is the course of behaviour, an individual follows in relation to the demands of internal, external and social environment. For this study, adjustment is a satisfactory relationship between individual and the environment in respect to different areas of adjustment. Adjustment is the processes by which living organisms maintain a balance between its need and the circumstances that influence the stratification of these needs.

Teacher Trainees

In the present study, teacher trainees will be those students who are studying in 2nd Year D. El. Ed. course of government and private teacher education institutions of Himachal Pradesh.

RESEARCH METHOD TO BE USED

"Survey technique" under descriptive method of research will be employed to attain the objectives of the study. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and, whenever possible, to draw valid conclusions from the facts discovered.

SAMPLING

To fulfil the objectives of the present study, the sample will be drawn using 'Multi-stage Random Sampling Technique'. At first stage, 4 districts will be selected out of 12 districts by using random sampling technique (lottery method). In the second stage, 12 teacher education institutions (4 DIETs and 8 self-financed colleges- 2 from each district) will be selected using simple random sampling. Finally, all the teacher trainees of D. El. Ed. 2nd year present on the day of visit or data collection will be selected so as to make the total sample size around 700. The number of selected institutions may be increased as per the requirement of the adequate sample size.

VARIABLES OF THE STUDY

In the present investigation, following variables will be considered as **Independent variables:**

- Gender
- Locality
- Type of Institution
- Self-Efficacy
- Adjustment

The **Dependent variable** of the present study will be **Emotional Intelligence** of teacher trainees of D. El. Ed. 2nd Year.

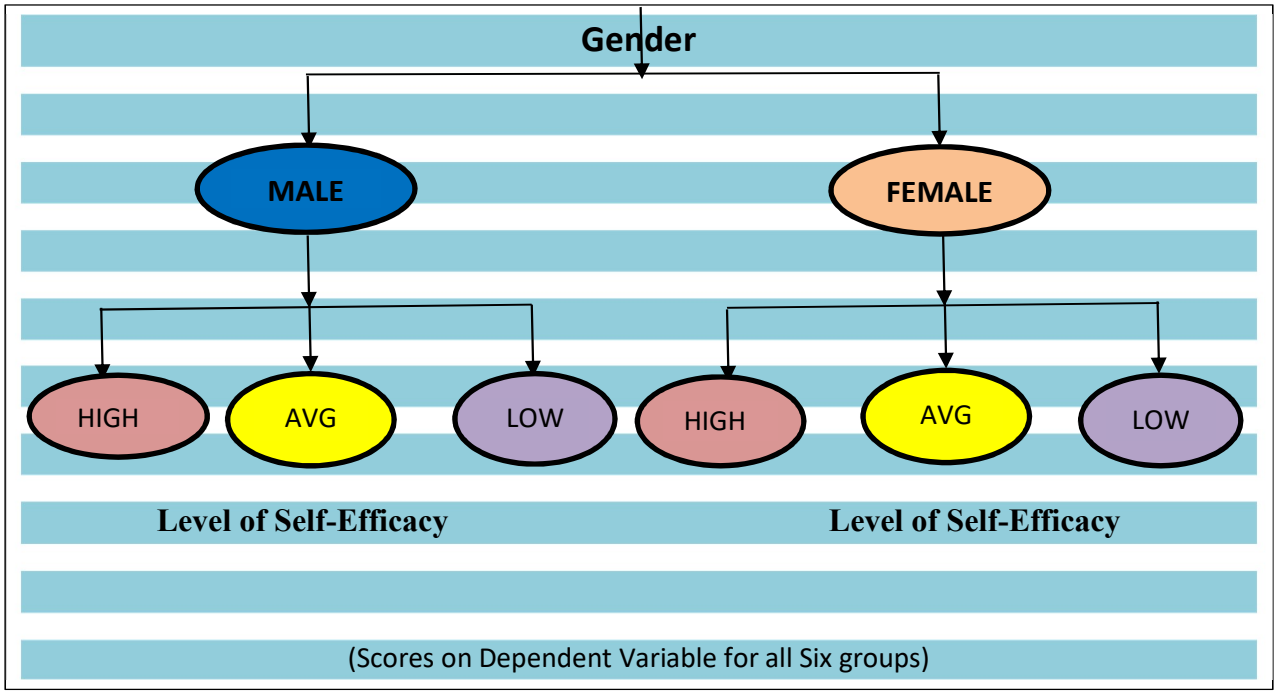
RESEARCH TOOL TO BE USED

In the present study, the following tools will be used;

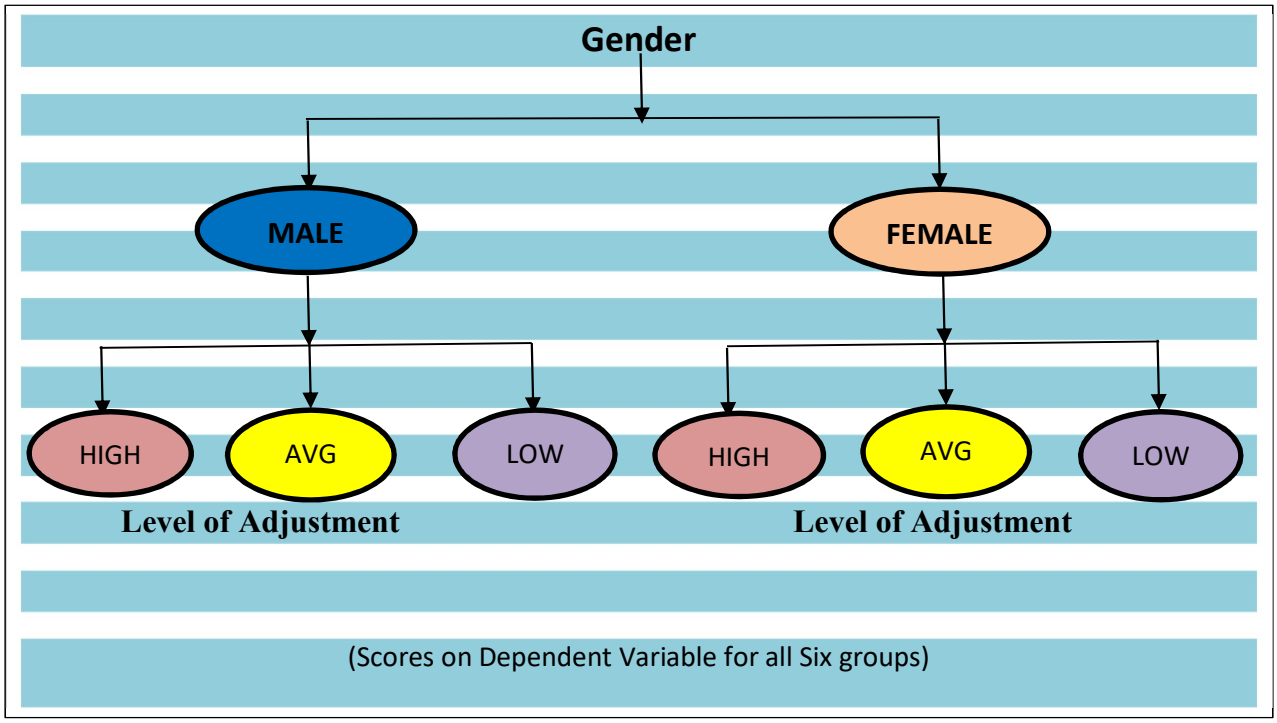
a. Emotional Intelligence Inventory by Dr. S.K. Mangal, and Mrs. Shubra Mangal (2012).
b. Self-Efficacy Scale by Dr. G. P. Mathur and R. K. Bhatnagar (2012).
c. Adjustment Inventory by A. K. P. Sinha and R. P. Singh.

DESIGNS OF THE STUDY

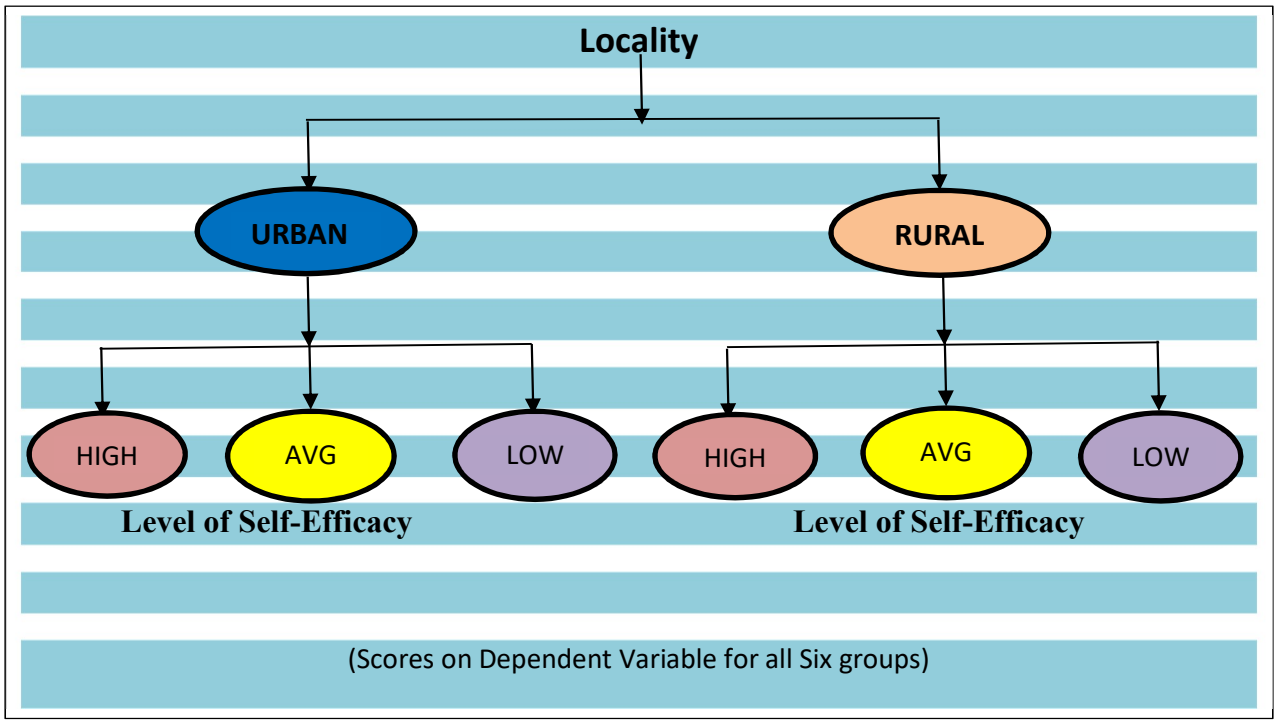
1. **Gender and Level of Self-Efficacy** (2x3 Factorial Design)



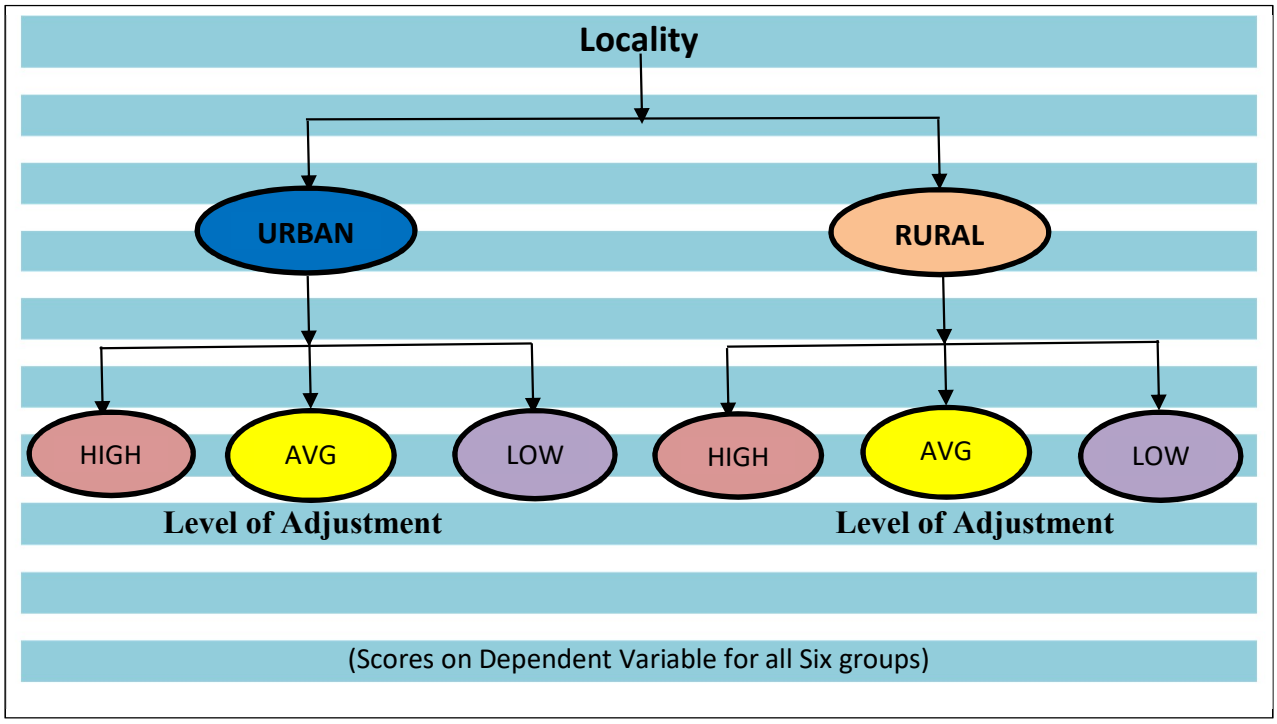
2. **Gender and Level of Adjustment** (2x3 Factorial Design)



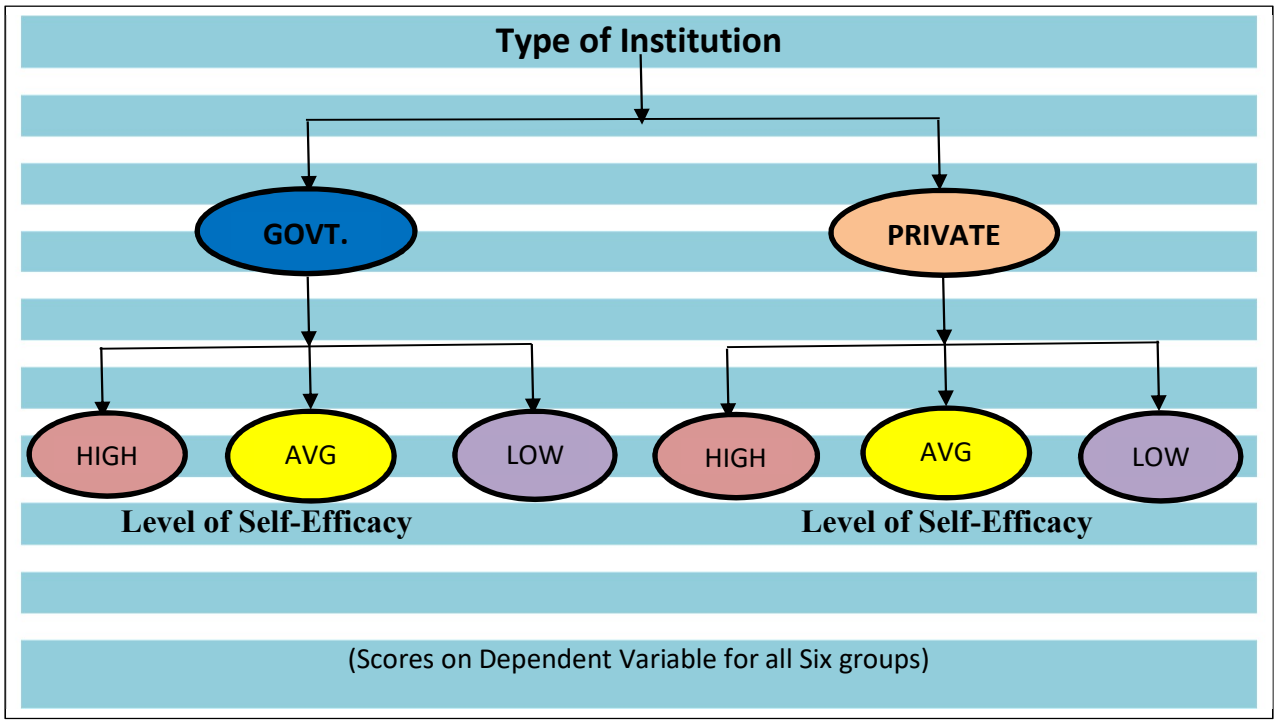
3. **Locality and Level of Self-Efficacy** (2x3 Factorial Design)



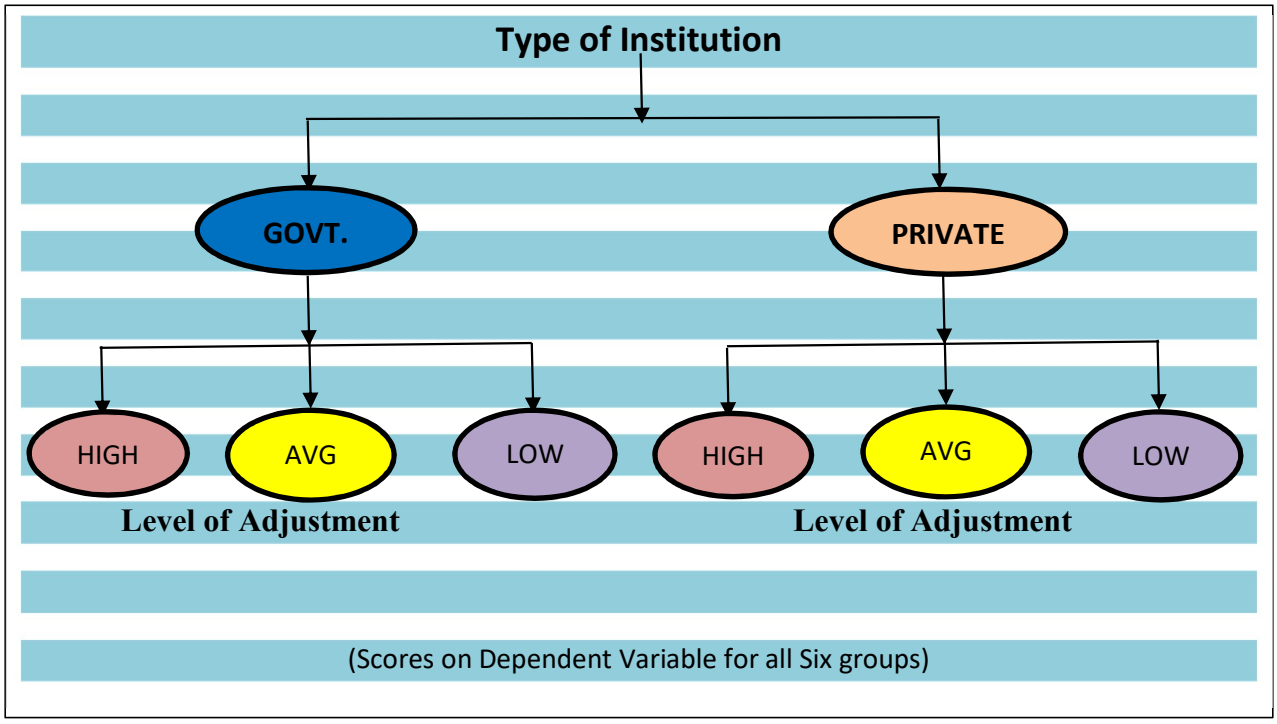
4. **Locality and Level of Adjustment** (2x3 Factorial Design)



5. **Type of Institution and Level of Self-Efficacy** (2x3 Factorial Design)



6. **Type of Institution and Level of Adjustment** (2x3 Factorial Design)



STATISTICAL ANALYSIS

In order to find out the level of emotional intelligence, self-efficacy and adjustment of teacher trainees, descriptive statistics like mean, median, mode, S.D., skewness and kurtosis will be calculated. For finding out the main and interactional effects of gender, locality, self-efficacy and adjustment on emotional intelligence of teacher trainees, statistical technique of Analysis of Variance (ANOVA) will be employed. Further, in order to find out the correlation, Product-Moment Correlation by Karl Pearson will be applied.

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